

DRAFT
Accountability Advisory Committee
Minutes
September 5, 2002

Committee co-chairman, Mark Edwards, superintendent of Henrico County Public Schools, called the meeting of the Accountability Advisory Committee (AAC) to order. Dr. Edwards welcomed everyone to the meeting and then asked the members to introduce themselves. Committee members present were: Mark Edwards, Mark Emblidge, Diana Nuckols, Jean Bankos, Sally Revenson, Fred Orellove, Al Butler, Robert Mitchell, Billy Cannaday, and Henry Harrell. Co-chairman Mark Emblidge noted that there were several vacancies on the AAC and that he had spoken to Board of Education President, Mark Christie, about filling them. Mr. Christie is preparing to ask several persons to renew their membership on the committee and to appoint new members.

Development of Criteria for the Approval of Alternative Accreditation Plans

Mr. Emblidge started the discussion by noting that one of the issues the AAC would be addressing this year is alternative education. Dr. Edwards then discussed the work of the AAC subcommittee on a proposal for the accreditation of alternative schools. A draft proposal (attached) was distributed to committee members. Dr. Edwards "walked" the committee through the proposal and then asked Vicki Wilson, assistant superintendent for instruction for Henrico County, to make some additional comments about the work of the subcommittee.

Ms. Wilson first thanked members of the subcommittee for their hard work in drafting the proposal. She noted that the proposal makes no changes in the graduation requirements for students; students are still held to the requirement of six verified credits. Dr. Edwards then opened the floor for discussion. Ms. Revenson noted that it is important to have a definition of alternative programs as well as a description of the students who attend these schools. Dr. Edwards said the AAC would defer to the Department to come up with a definition. Jean Bankos pointed out that she was amazed at the variety and scope of alternative programs in the state and the needs that so many of our young people have.

Charles Finley, assistant superintendent for educational accountability, stated that the Department of Education collects a great deal of data and it may be that the data the AAC is looking for already exists. He volunteered to check into the available data. Patricia Wright, assistant superintendent for instruction pointed out the need to address the requirements of the No Child Left Behind legislation in the proposal. She also noted that The Department of Education has no formal definition of alternative schools.

Dr. Edwards asked that the subcommittee of the AAC work with Department of Education staff to provide some description of alternative education programs. In addition, profiles of the different types of alternative schools around the state should be developed in consultation with alternative education associations and local school divisions. He asked Department of Education staff to collect the necessary data and to provide it to the subcommittee. The subcommittee will meet again prior the next AAC meeting. Dr. Cannaday asked that Department staff consider the data that is needed to respond to questions that would cause the proposal to pass or fail Dr. Edwards asked Patricia Wright, Charles Finley, and Shelley Loving-Ryder to develop the questions referenced. Mr. Finley will work with the subcommittee prior to the next meeting of the AAC.

Additional Discussion:

Dr. Cannaday said that he hoped last year's issue of the potential elimination of Dropout Prevention Programs does not resurface. Ms. Bankos indicated that there was already an undercurrent in the House of Delegates to look at all discretionary programs.

There being no further business, the meeting was adjourned around 11:10 a.m.

Proposed Criteria for the Accreditation of Alternative Schools

Basis for School Accreditation	Composite SOL Pass Rate
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The composite SOL pass rate is calculated by adding the number of students who passed each of the core content SOL tests and dividing this number by the total number of students taking the core content SOL tests. Many alternative schools have a small number of students testing, and small variations in the pass rates in each content area can have a significant (often undesired) impact on a school's accreditation rating.

Performance Target	60% (Composite)
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Currently, the state average composite score for alternative schools/programs is approximately 31%. Doubling this value over a similar period of time establishes a target that responds to the learning needs/goals of students and the various program structures throughout the Commonwealth.

Accreditation Ratings for Alternative Schools

- *Full Accreditation* = 60%, SOL composite pass rate
- *Provisional Accreditation* = Annual improvement of at least 1% in the SOL composite pass rate
- *Accredited with Warning* = Annual improvement of less than 1% or a reduction in the SOL composite pass rate

Implementation Date	Achieve Full Accreditation by 2006-07
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Currently, 2006-07 is the first year that accreditation can be denied for a school (based on results from 2005-06 testing.)

Transfer Students	Redefined for Alternative Schools
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For purposes of determining the adjusted composite pass rate, students enrolling in an alternative school from outside the division or from other schools within the division will be coded as transfers if they have been in attendance at the school for fewer than 90 days prior to testing.

Note: Any school requesting state accreditation under the guidelines established for alternative schools must submit a form/application to the Department of Education for approval. This form/application is to be developed.